



**We're Putting
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**We're Committed
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Strategic Action Plan: 2018 – 2019

| Pillars | Goals | Area of Focus |
|--------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  <p>Wellness</p> | <p>To improve student achievement and well-being, we will:</p> <ol style="list-style-type: none"> 1. Implement positive physical, mental and emotional health strategies. 2. Promote diversity and foster a sense of belonging (cultivate, nurture). 3. Provide safe, inclusive and respectful learning environments. | <p>W1.1 Healthy Schools W1.2 Mental Health W1.3 Outdoor Education</p> <p>W2.1 Accessibility W2.2 Equity & Inclusion W2.3 International Education and Second Language Development</p> <p>W3.1 Health & Safety W3.2 Safe Schools Prevention & Intervention W3.3 Capital Improvements</p> |
|  <p>Innovation</p> | <p>To improve student achievement and well-being, we will:</p> <ol style="list-style-type: none"> 1. Cultivate problem solving, creative and critical thinking skills. 2. Differentiate programming to support individual learning needs. 3. Advance relevant and engaging learning experiences to support all pathways. | <p>I1.1 Environmental Sustainability I1.2 Literacy I1.3 Mathematics</p> <p>I2.1 Assistive Technology I2.2 Leadership Development/Succession I2.3 Universal Design for Learning</p> <p>I3.1 Alternative & Continuing Education I3.2 Technologically Enhanced Education I3.3 Expanded Opportunities</p> |

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| | | |
|---------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  <p>Collaboration</p> | <p>To improve student achievement and well-being, we will:</p> <ol style="list-style-type: none"> 1. Work with families to support every student’s learning journey. 2. Maximize student engagement in classrooms and schools. 3. Enhance partnerships with parents/guardians, employees, government and community groups. | <p>C1.1 Accommodation Planning C1.2 Enhanced Communications C1.3 Parent Engagement</p> <p>C2.1 Indigenous Education C2.2 Student Voice</p> <p>C3.1 Cashless Schools C3.2 Early Years/Childcare C3.3 Labour Relations C3.4 Human Resources Process Enhancements</p> |
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Mission Statement

We prepare students within safe and inclusive environments to embrace a changing world as lifelong learners and informed, responsible citizens.

Vision Statement

Together we embrace and foster engaging and innovative learning where everyone achieves success and well-being.





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Action Plan W1.1 Healthy Schools

GOAL: To improve student achievement and well-being, we will implement positive physical, mental and emotional health strategies.

RESPONSIBILITY: Associate Superintendent Scot Gillam and Associate Superintendent Stephanie Sartor

Status: ● On Target ● Making Progress ● Needs Further Attention

| Actions | Timelines | Status | Evidence of Success |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------|--------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| In partnership with OPHEA, and Julie Lalonde, engage in professional learning with Grade 7-12 educators to deepen understanding related to the topic of consent education, and culture and what that looks like in our Board. | September 2018 - June 2019 | ● | Intermediate educators engaged in professional learning in October 2018. Grades 7-12 educators also participated in March 2019. Educators and support staff created a common understanding, common language, and a common approach to some of the challenges we are facing. Educators had the opportunity to develop contacts for future discussion and learning together. Partnerships with community were strengthened. |
| In partnership with Kingston Gets Active and Queen's University, an educator from every LDSB school will engage in professional learning to enhance understanding and benefits of quality Physical Education for all K-12 students. | September 2017 – September 2020 | ● | As per the agreement with Kingston Gets Active and Queen's University, all LDSB schools were to receive professional learning related to Physical Education over a three year period. This period has been extended. |
| In partnership with the Lifesaving Society of Canada, the Limestone DSB will provide additional opportunities for students to build swimming survival skills for students with low pass rates. | January 2019 - June 2019 | ● | As an enhancement to the Grade 3 Swim to Survive program, schools with lower Swim to Survive success rates were provided the opportunity to participate in a Swim to Survive program with Grade 6 students. |





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Strategic Action Plan: 2018 – 2019

W1.1 Healthy Schools

Year-End 2019 Update

Status: ● On Target ● Making Progress ● Needs Further Attention

| Actions | Timelines | Status | Evidence of Success |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------|--------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Work with KFL&A Public Health to support Smoke Free Ontario Act 2018. | January 2019 – June 2019 | ● | KFL&A and LDSB worked cooperatively to support the Smoke Free Ontario Act 2018 mandate of no smoking within 20 meters of any school property. KFL&A supported LDSB with promotional materials, signs, and Public Health Nurse support for smoking cessation programs. KFL&A also worked with LDSB administrators on the enforcement of the Smoke Free Ontario Act 2018. |
| In Partnership with the Queen’s University NeuroProtection Project (NP2), KASSA Junior Football players will participate in a concussion reducing strategy. | September 2018 – June 2019 | ● | Allen Champagne, a Queen’s University PhD candidate led Junior KASSA football players through pre-season, sport-specific testing that was designed to identify behaviours and corrective measures that not only improve sports performance, but also reduce the chances of sports related concussions. |

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Action Plan W1.2 Mental Health

GOAL: To improve student achievement and well-being, we will implement positive physical, mental and emotional health strategies.

RESPONSIBILITY: Associate Superintendents Alison McDonnell, Scot Gillam and Superintendent Andre Labrie

Status: ● On Target ● Making Progress ● Needs Further Attention

| Actions | Timelines | Status | Evidence of Success |
|------------------------------------------------------------------------------------------------------------|--------------------------|--------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Implement regulated mental health workers in schools to provide direct mental health services to students. | September 2018-June 2019 | ● | <p>Hired regulated health professionals with expertise in child and/or youth mental health to carry out direct counselling and/or mental health supports.</p> <p>Developed an implementation plan that considered local needs and demand for services to ensure positive outcomes for students.</p> <p>Used evidence-based approaches that fit with the presentation of students at Tier 2.</p> <p>Mental health workers worked closely with in-school teams to support student well-being and academic achievement.</p> |
| Support elementary and secondary schools in becoming trauma sensitive. | September 2018-June 2019 | ● | <p>Provided full day training on trauma sensitive practices by Dr. Sian Phillips to select elementary, secondary and educational services staff.</p> <p>Provided Level One certification in Dyadic Developmental Psychotherapy for select educational services staff.</p> <p>On-going collaboration and monthly school consultations with Dr. Sian Phillips with JG Simcoe, The Prince Charles, Rideau Heights and Molly Brant elementary schools.</p> |





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Status: ● On Target ● Making Progress ● Needs Further Attention

| Actions | Timelines | Status | Evidence of Success |
|-----------------------------------------------------------------------------------------------------------------------------------|--------------------------|--------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Strengthen engagement of students, families, staff and the community through expansion of the Mental Health Leadership Team. | September 2018-June 2019 | ● | <p>Inclusion of student and family voice on Mental Health Leadership Committee.</p> <p>Inclusion of additional staff representation including social worker, equity and inclusion and indigenous representative and support staff.</p> |
| Collaborate with community mental health and addictions partners to strengthen a system of care for students at risk. | September 2018-June 2019 | ● | <p>Reviewed and revised the Limestone District School Board Suicide Risk Protocol with community partner input.</p> <p>Supported LDSB staff attendance at monthly workshops facilitated by Kairos focused on building addiction awareness and literacy.</p> |
| Provide professional learning opportunities to administrators to build capacity in creating and leading mentally healthy schools. | September 2018-June 2019 | ● | <p>Principals and Vice Principals engaged in professional learning at monthly administrator meetings focused on:</p> <ul style="list-style-type: none"> • Leading Mentally Healthy Schools Resource for School Administrators • Leading Mentally Healthy Schools Reflection Tool • Decision Making Support Tool • Supporting Minds: An Educator's Guide to Promoting Student's Mental Health & Well-being • Building Meaningful Relationships to Support Student Well-being & Supporting Staff Mental Health & Well-being <p>Creation of Minds Online e-learning platform to access evidence informed mental health resources to be rolled out in Fall 2019.</p> |





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Strategic Action Plan: 2018 – 2019

W1.2 Mental Health

Year-End 2019 Update

Status: ● On Target ● Making Progress ● Needs Further Attention

| Actions | Timelines | Status | Evidence of Success |
|----------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|--------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Support staff wellness in the workplace by implementing the Not Myself Today campaign through the Canadian Mental Health Association (CAMH). | September 2018-June 2019 | ● | <p>Monthly roll out of tools, resources, and activities to engage and promote staff well-being at the individual, school and organizational level.</p> <p>Staff provided feedback through an on-line evaluation overseen by The Propel Centre for Population Health Impact at the University of Waterloo.</p> |

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Action Plan W1.3 Outdoor Education

GOAL: To improve student achievement and well-being, we will implement positive physical, mental and emotional health strategies.

RESPONSIBILITY: Superintendent Krishna Burra

Status: ● On Target ● Making Progress ● Needs Further Attention

| Actions | Timelines | Status | Evidence of Success |
|----------------------------------------------------------------------------------------------------------------------------|----------------------------|--------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Maximizing Student Safety and ensuring compliance with OPHEA & Ministry guidelines/expectations for student safety. | September 2018 – June 2019 | ● ● | Compliance with Ministry expectations regarding Outdoor Education Safety Ensuring proper certifications to meet requirements for different outdoor activities and arranging training for areas of need (ie. NLS, First Aid, Paddling, etc...) |
| Providing and/or enhancing Outdoor Education spaces at the Gould Lake Outdoor Education Centre. | September 2018 – June 2019 | ● | Creating natural playground structures and outdoor classroom spaces in the upper campground space for students. |
| Increasing the online presence for Outdoor Education in Limestone for communications, promotion, and celebratory purposes. | September 2018 – June 2019 | ● ● | Social media presence on Instagram, Twitter, and YouTube. New website was launched in Spring 2019 utilizing the same communication tools available to schools. |
| Continuing to improve and refine programming offered to students visiting the GLOC. | September 2018- June 2019 | ● | Developed a pre and post visit activity for teachers to engage with students. |





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Strategic Action Plan: 2018 – 2019

W1.3 Outdoor Education

Year-End 2019 Update

Status: ● On Target ● Making Progress ● Needs Further Attention

| Actions | Timelines | Status | Evidence of Success |
|------------------------------------------------------------------------------------------------------------------------------|----------------------------|------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Continued infusion of Indigenous Education into existing K-12 curriculum programs at the Gould Lake Outdoor Education Centre | September 2018 – June 2019 | ● ● ● ● | <p>Further collaboration occurred between the Katarokwi Learning Centre and GLOC. For example, the Tipi project, basket weaving, sweet water, and canoe building.</p> <p>Capacity building for Outdoor Education staff. For example, all GLOC staff participated in the Blanket exercise, and are working with local Knowledge Keepers to support student programming.</p> <p>Further enhancement of the presence of Indigenous Education at the GLOC</p> <p>Supported Indigenous Student Leadership days at the GLOC.</p> |

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Action Plan W2.1 Accessibility

GOAL: To improve student achievement and well-being, we will promote diversity and foster a sense of belonging (cultivate, nurture).

RESPONSIBILITY: Associate Superintendents Alison McDonnell and Stephanie Sartor and Superintendents Andre Labrie and Craig Young

Status: ● On Target ● Making Progress ● Needs Further Attention

| Actions | Timelines | Status | Evidence of Success |
|------------------------------------------------------------------------------------------------------------|---------------------------|--------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Removal of physical barriers through renovations and new school builds. | September 2018- June 2019 | ● | Installation of accessibility features in new builds as per AODA requirements (e.g., new Kingston Secondary School) and renovation to existing structures as required. |
| Promote equity of opportunity and inclusion of all students to access experiential learning opportunities. | September 2018- June 2019 | ● | Implementation of Form 260 (an addendum to AP 260), Considerations for Out of School Curricular Activities in elementary and secondary schools. |
| Increase accessibility to literature and professional resources through the use of technology. | September 2018- June 2019 | ● | LDSB has partnered with eastern Ontario boards of education to implement an E-library consortium for access to all students and staff using SORA, OverDrive. Usership continues to grow each month. |
| Strengthen student voice through the establishment of school-based accessibility audits. | September 2018- June 2019 | ● | The DRAFT School Accessibility Awareness Audit has been developed by the Accessibility Planning Committee and trialed at one elementary school. Feedback was also solicited from Facility Services and the LDSB Equity Committee. A finalized version will be released in the 2019-2020 school year so that students are engaged in school-based accessibility audits to identify areas of improvement within schools. |





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Status: ● On Target ● Making Progress ● Needs Further Attention

| Actions | Timelines | Status | Evidence of Success |
|----------------------------------------|---------------------|--------|--------------------------------------------------------------------------------------------------------------------------------------|
| Hire Disability Management Coordinator | September 2018-2019 | ● | A Disability Management Coordinator has been hired and is actively supporting staff and implementing the attendance support program. |





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Action Plan W2.2 Equity and Inclusion

GOAL: To improve student achievement and well-being, we will promote diversity and foster a sense of belonging (culture, nurture).

RESPONSIBILITY: Superintendents Michèle Babcock, Andre Labrie and Associate Superintendents Scot Gillam and Alison McDonnell

Status: ● On Target ● Making Progress ● Needs Further Attention

| Actions | Timelines | Status | Evidence of Success |
|---------------------------------------------------------------------------------|------------------------------|--------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Implementation of the Ministry of Education Action Plan (Year 2 of 3-Year plan) | September 2018 – August 2019 | ● | School Principals and Vice-Principals engaged in professional learning with Equity Consultant. |
| Ongoing professional learning in Equity and Inclusive Education. | September 2018 – August 2019 | ● | Professional Activity Days and Staff Meetings included professional learning activities and resources for staff. |
| Review of Limestone Gender Guidelines | September 2018 – May 2019 | ● | Guidelines will be updated to reflect current learning. |
| Culturally Responsive Relevant Pedagogy training and collaborative inquiry. | January 2019 – June 2019 | ● | One school engaged in training and collaborative inquiry to explore how culturally responsive relevant pedagogy will support student achievement. (Training concludes Nov. 2019) |
| One day conference for Student Voice. | Spring 2019 | ● | Students from each secondary school will participate in a one-day Student Voice Day to share their educational journey regarding their sense of belonging and to build on past Voice Day. Recommendations from this day will be used to inform planning. |





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Strategic Action Plan: 2018 – 2019 *W2.2 Equity and Inclusion*

Year-End 2019 Update

Status: ● On Target ● Making Progress ● Needs Further Attention

| Actions | Timelines | Status | Evidence of Success |
|---------------------------------------------------------------------------------------------------------------------------|---------------------------|--------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| School data infographic project. | February 2019 – June 2019 | ● | Three schools engaged in data capacity building to better understand the profile of their school population to inform school planning and programming. Infographics were created as visual representations of their findings |
| Minimize disruptions to school attendance and provide continuity for child and youth in care within the education system. | January 2019-June 2019 | ● | Worked collaboratively with Family and Children's Services of Frontenac, Lennox and Addington and Tri-board transportation to identify and provide transportation to students in care who have been removed from their home and would benefit from remaining in their home school. |
| One day student conference focusing on gender diversity. | Spring 2019 | ● | Students from each secondary school participated in a Gender Diversity and Leadership Conference. Staff and student body of hosting school engaged in learning with expert in the field, Dr. Lee Airton. |

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Action Plan W2.3 International Education and Second Language Development

GOAL: To improve student achievement and well-being, we will promote diversity and foster a sense of belonging (culture, nurture).

RESPONSIBILITY: Superintendents Krishna Burra and Michèle Babcock and Associate Superintendent Stephanie Sartor

Status: ● On Target ● Making Progress ● Needs Further Attention

| Actions | Timelines | Status | Evidence of Success |
|------------------------------------------------------------------------------------------|--------------------------|-------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| International Education | | | |
| International Student Enrolment and Homestay recruitment. | September 2018-June 2019 | ● ● ● | Maintaining current levels of student enrolment from a range of countries. Starting to build further capacity at additional sites to support the growth of international student enrolment. Recruit additional homestays to house international students in Limestone. |
| Assessing International Students experiences in LDSB. | September 2018-June 2019 | ● | Further refinement of the 'exit survey' for international students that was developed and piloted in the 2017-18 school year. The survey will continue to focus on the quality of the learning experience and student well-being. |
| Creating and implementing a survey for ESL teachers working with International students. | September 2018-June 2019 | ● | The survey will focus on assessing teacher needs and next steps for capacity building. |





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Strategic Action Plan: 2018 – 2019 *W2.3 International Education & Second Language Development* Year-End 2019 Update

Status: ● On Target ● Making Progress ● Needs Further Attention

| Actions | Timelines | Status | Evidence of Success |
|-------------------------------------------------------------------------------------------------|----------------------------|------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Updating and completing a legal review of critical documents related to International Education | September 2018-June 2019 | ● | Homestay agreements and student participation agreements will be updated and vetted with legal counsel. |
| Seeking additional funding sources and partnerships to support International students | September-June | ● ● | Applying for additional Ministry funds focused on building educator capacity related to International students and/or English as a Second Language learners. No funding opportunity provided in 2018-19. Continuing to foster and promote additional partnerships with Education sector partners to enhance our promotional efforts and support International student pathways (local agencies, and provincial/national international education associations: OASD-I, CAPS-I) |
| English as a Second Language | | | |
| Create a K-12 ESL continuum of support for educators. | January 2019 -- June 2019 | ● | Educators engaged in a Ministry project in the area of ESL in FDK. Focus was on developing a continuum in FDK (K-Step). |
| French as a Second Language | | | |
| Increase student confidence in listening and speaking French (Year 2 of 3 Year FSL plan) | September 2018 – June 2019 | ● | Teachers engaged in professional learning focused on listening and oral language strategies to promote competence and proficiency. |

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Strategic Action Plan: 2018 – 2019 W2.3 International Education & Second Language Development Year-End 2019 Update

Status: ● On Target ● Making Progress ● Needs Further Attention

| Actions | Timelines | Status | Evidence of Success |
|---------------------------------------------------------------------------------------------------------------|----------------------------|--------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Increase the number of students remaining in FSL programs (Core and Immersion) (Year 2 of 3 year FSL Plan) | 2017 - 2020 | ● | FSL educators engaged in ongoing professional learning focused on student oral fluency and proficiency. |
| DELFL Assessment (Pilot) will be offered to students enrolled in Grade 12 FSL. | September 2018 – June 2019 | ● | Twenty-two Grade 12 students participated to have their French competency and proficiency assessed based on the international language Levels of the DELF in May 2019. |

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Action Plan W3.1 Health and Safety

GOAL: To improve student achievement and well-being, we will provide safe, inclusive and respectful learning environments.

RESPONSIBILITY: Associate Superintendent Scot Gillam and Superintendents Andre Labrie and Superintendent Craig Young

Status: ● On Target ● Making Progress ● Needs Further Attention

| Actions | Timelines | Status | Evidence of Success |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------|--------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Lynne Rousseau, Educational Services and Safe Schools Liaison Coordinator and Associate Superintendent Scot Gillam will conduct Safety Audits to support schools and/or classrooms. | September 2018 – August 2019 | ● | Safety Audits were completed for schools and/or classrooms as identified by school administration and/or the Joint Health and Safety Committee. |
| Implement online reporting system for both Worker Injuries and Safe Schools Incident reports. (SSIRs) | September 2018 – August 2019 | ● | Health and Safety Coordinator completed programming so that worker injuries and Safe School Incident reports can be completed online and if necessary, at the same time. Pilot started in April 2019 and was rolled out Board wide by the end of August 2019. |





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Action Plan W3.2 Safe Schools Prevention and Intervention

GOAL: To improve student achievement and well-being, we will provide safe, inclusive and respectful learning environments.

RESPONSIBILITY: Associate Superintendent Scot Gillam

Status: ● On Target ● Making Progress ● Needs Further Attention

| Actions | Timelines | Status | Evidence of Success |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------|--------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Continue to work with Community Partners on the reaffirmation of our commitment to the Community Threat Assessment Process. | September 2018 – June 2019 | ● | Community Threat Assessment Protocol Level 1 Training was provided to LDSB staff, and our Community Partners by Scot Gillam, Lynne Rousseau and Kevin Hulton, certified Level 1 trainers. Two training sessions were completed by June 2019. |
| Work with our Police Board Protocol Partners to ensure that our policies and procedures are continually adapting to new laws and legislation. | September 2018- June 2019 | ● | Review and update Police Board Protocol with local Police Forces and LDSB staff. Provide new staff with information and training on the Protocol by June 2019. |
| Work with Public Health and Youth Diversion to ensure staff, students and families are aware of the implications of the legalization of Cannabis in Canada/Ontario | October 2018 – August 2019 | ● | Information sessions for parents, teachers and community representatives were conducted throughout the year to inform about cannabis use and the various supports in the community. Youth Diversion ran Cannabis awareness sessions for LDSB staff throughout the year. Public Health nurses supported school and individual requests for support for cannabis addiction and cessation programming. |





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Strategic Action Plan: 2018 – 2019

W3.3 Capital Improvements

Year-End 2019 Update

Action Plan W3.3 Capital Improvements

GOAL: To improve student achievement and well-being, we will provide safe, inclusive and respectful learning environments.

RESPONSIBILITY: Superintendent Craig Young

Status: ● On Target ● Making Progress ● Needs Further Attention

| Actions | Timelines | Status | Evidence of Success |
|--------------------------------------------------------------------------|------------------------------|--------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Kingston Intermediate/ Secondary School contract and begin construction. | September 2018 – August 2019 | ● | <p>Ministry approval received in September 2017 and construction contract successfully negotiated with low bidder, Bondfield Construction.</p> <p>Acquisition of Kingscourt Public Library site in October 2017 allowing Bondfield Construction to begin construction activity on the Kirkpatrick /Lyons Street property (former QECVI location) shortly thereafter.</p> <p>New Kingston Intermediate/Secondary School groundbreaking ceremony held on October 20, 2017.</p> <p>In January 2019, Trustees received a construction update regarding Kingston Secondary School. The contractor has experienced a number of weather day delays during the winter 2019/2020. An updated construction schedule is expected in September 2019.</p> |
| Renewal Project Plan | October 2018 – August 2019 | ● | <p>The approved project plan highlighting school renewal projects by school or various schools is posted on the Board's website.</p> <p>Facility Services staff together with engineering</p> |

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Strategic Action Plan: 2018 – 2019

W3.3 Capital Improvements

Year-End 2019 Update

Status: ● On Target ● Making Progress ● Needs Further Attention

| Actions | Timelines | Status | Evidence of Success |
|-----------------------------------------------|-----------|--------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Renewal Project Plan <i>[Continued...]</i> | | | consultants are beginning the detail specifications for the renewal projects such that tenders can be issued in spring 2019 and contracts awarded for construction work to begin in spring/summer 2019. |

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Action Plan 11.1 Environmental Sustainability

GOAL: To improve student achievement and well-being we will cultivate problem solving, creative and critical thinking skills.

RESPONSIBILITY: Superintendents Michèle Babcock and Craig Young

Status: ● On Target ● Making Progress ● Needs Further Attention

| Actions | Timelines | Status | Evidence of Success |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------|--------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Create a Limestone Schoolyard Naturalization Plan in consultation with Evergreen Consulting and provide support to schools in schoolyard naturalization. | September 2018 – June 2019 | ● | A Limestone Schoolyard Naturalization Plan was created. Three – four schools per year are supported with the creation of schoolyard design and conceptual plans. |
| Increase the number of schools involved in the Loving Spoonful GROW Gardens project and increase educator capacity regarding curriculum links (3-year partnership project) | 2017 – 2020 | ● | Six Limestone schools added GROW gardens to their properties. Educators participated in workshops to build understanding of curriculum links to the project. |
| Writing Utensil Recycling program. | Winter 2019 | ● | All schools were invited to participate in a Writing Utensil Recycling program supported through Staples. |
| Increase number of schools registering as ECO Schools. | September 2018 – June 2019 | ● | Educators participated in workshops to build capacity in understanding the ECO School program and its links to classroom. Twenty-two schools registered and twelve schools certified as ECO Schools. |





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Strategic Action Plan: 2018 – 2019

11.1 Environmental Sustainability

Year-End 2019 Update

Status: ● On Target ● Making Progress ● Needs Further Attention

| Areas of Focus | Timelines | Status | Outcomes/Next Steps |
|--------------------------------------------|----------------------------|--------|------------------------------------------------------------------------------------------------------------------------------------|
| Waste Management Audits will be conducted. | September 2018 – June 2019 | ● | Eleven schools participated in waste management audits to build understanding and improve awareness of environmental stewardship . |

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Action Plan 11.2 Literacy

GOAL: To improve student achievement and well-being we will cultivate problem solving, creative and critical thinking skills.

RESPONSIBILITY: Superintendents of Education Krishna Burra, Jessica Silver, Michèle Babcock, Associate Superintendent Stephanie Sartor and the Program Leadership Team

Status: ● On Target ● Making Progress ● Needs Further Attention

| Actions | Timelines | Status | Evidence of Success |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------|--------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| K-12 LDSB educators will build capacity in their use of diagnostic assessments to support struggling readers with precise instructional strategies. | September 2018-June 2019 | ● | Teachers have increased efficacy in their use of diagnostic assessments of students, and precise instruction to help struggling readers improve their literacy achievements in reading and writing. |
| Elementary Instructional Coaches will collaborate with teachers throughout all parts of the coaching cycle. | September 2018 – June 2019 | ● | Instructional Coaches increased collaboration through the coaching cycle with administrators and teachers in schools based on student need. Coaches encouraged administrators to engage in and support the learning throughout the coaching cycle. Coaches are continuing to monitor their impact and the sustainability of their work in the classroom. |
| Secondary English teachers will continue to engage in collaborative professional learning related to the implementation of the NBE3U/3C/3E, Contemporary Aboriginal Voices course. | September 2018 – June 2019 | ● | FNMI Studies Support/Coach will support classroom teachers in the delivery of the NBE curriculum. A range of professional learning opportunities will be provided to support educators: blanket exercise, engagement with local knowledge keepers, trauma-informed practice, Indigenous film festival, among others. |





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Strategic Action Plan: 2018 – 2019

11.2 Literacy

Year-End 2019 Update

Status: ● On Target ● Making Progress ● Needs Further Attention

| Areas of Focus | Timelines | Status | Evidence of Success |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------|------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>K-8 Literacy Assessment Support: Consultants will deliver professional learning to a group of educators and then support educators 1:1 during the school day several times during the year with a focus of embedding literacy assessment practices into their literacy block.</p> | September 2018-June 2019 | ● | Educators have increased efficacy in collecting and interpreting a range of assessment information which they used to plan precise instruction based on needs. |
| <p>Junior/Intermediate Literacy/Technology collaboration (Writing): Knowing Our Students As Writers. Program team members will support educators to build knowledge of their students as writers and how to give effective formative feedback</p> <p>K-12 Google Read & Write Support for educators to increase use of technology tools to support student learning, and demonstration of learning in literacy.</p> | September 2018– June 2019 | ● ● | <p>Exit cards from 35-40 educators demonstrated they felt more comfortable assessing student writing and that they were planning to use the technological tools shared with them back at their sites to support student formative assessment in writing.</p> <p>Professional learning was shared with primary/junior educators in select English sites and French Immersion sites (14 sites, 30 classrooms, 500 students). Follow up support was provided to each educator for 1:1 co-plan/co-teach sessions. Educators provided / collected / analyzed literacy assessment data from student work while providing student practice with Google Read and Write technology, especially in the use of Text to Speech and Speech to Text.</p> |

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Strategic Action Plan: 2018 – 2019

11.2 Literacy

Year-End 2019 Update

Status: ● On Target ● Making Progress ● Needs Further Attention

| Areas of Focus | Timelines | Status | Evidence of Success |
|------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|--------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| K-12 Literacy resources and supports: the literacy team will curate and collate relevant resources in a K-12 Team Drive and create a literacy vision | September 2018-June 2019 | ● | Program team members created and shared a Literacy Vision Skill Map. They continued to add resources that will support K-12 educators in the area of teaching literacy. Usage of the diagnostic toolkit in the K-12 Team Drive has increased. |
| Grade 7/8 Literacy After School Series | December 2018-June 2019 | ● | Grade 7/8 educators attended workshops around components of a comprehensive literacy program. Topics this year included bringing purpose to Book Clubs and Independent Reading. Superintendents and administrators observed purposeful book clubs during classroom visits. |
| Grade 6 - 12 Summer Literacy Conference with Penny Kittle and Kelly Gallagher: Approximately 80 educators from the LDSB attending. | July 2019 | ● | Teaching Practices That Position Students Closer to Reading and Writing Excellence: In this workshop, Penny and Kelly discussed critical decisions that underpin artful teaching, and how these decisions help to move young readers and writers closer to excellence. |

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Action Plan 11.3 Mathematics

GOAL: To improve student achievement and well-being we will cultivate problem solving, creative and critical thinking skills.

RESPONSIBILITY: Superintendent Jessica Silver and the Program Leadership Team

Status: ● On Target ● Making Progress ● Needs Further Attention

| Actions | Timelines | Status | Evidence of Success |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------|--------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Program team will focus on spreading mathematics learning throughout LDSB by providing professional learning and developing support documents for educators which aligns with the Focus on the Fundamentals Teacher Resource, and the K-12 LDSB Vision for an Effective Math Program. | September 2018 – June 2019 | ● | K-8 Educators attended professional learning in March 2019. Educators were provided with resources to support the intentional planning and implementation of a balanced math program as outlined by the LDSB Vision of an Effective Math Classroom, and the Focus on the Fundamentals Teacher Resource. |
| Program team will create electronic learning materials and videos for educators that will be housed electronically on the Minds Online site. | September 2018 – June 2019 | ● | K-12 Mathematics Minds Online site was launched in June 2019. Learning materials are available for LDSB educators to access and learn from, at their convenience, based on student and educator need. |
| Peter Liljedahl will provide professional learning to secondary math teachers drawing from his research on thinking classrooms | November 2018 | ● | System-wide professional learning was provided for secondary mathematics educators to build their capacity in creating thinking classrooms, using random groups, non-permanent vertical surfaces and starting with rich problems. |





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Status: ● On Target ● Making Progress ● Needs Further Attention

| Areas of Focus | Timelines | Status | Evidence of Success |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------|--------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Elementary Math Lead learning will focus on system spread, consolidation of learning, and improved pedagogy through instructional moves with Cathy Marks KrPan. | October 2018 – March 2019 | ● | Math leads attended professional learning sessions in the Fall related to pedagogical expertise, conceptual understanding, and leadership, in order to share their learning to build capacity within schools. |
| Targeted professional learning for elementary educators in all schools will be provided, with a focus on early quantity and number concepts, and fractions. | October 2018 – May 2019 | ● | Elementary educators were offered professional learning to improve their efficacy related to early number concepts, and fractions during the winter and spring. |
| Program team members will provide support to Elementary Intensive Support Schools, and Secondary Intensive and Increased Support Schools through job-embedded professional learning, using an instructional coaching model. | September 2018 – June 2019 | ● | Program team members focused on collaboration through student centered coaching to improve educator mathematics pedagogy and conceptual understanding, determined by student need. |
| Two Elementary Administrator groups are being supported to focus on building their instructional leadership capacity in mathematics, with a focus on leadership moves to cultivate a positive math culture. | October 2018 – June 2019 | ● | Administrators engaged in Instructional Leadership for mathematics learning, through a collaborative model of professional learning. |





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Status: ● On Target ● Making Progress ● Needs Further Attention

| Areas of Focus | Timelines | Status | Evidence of Success |
|----------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------|--------|-------------------------------------------------------------------------------------------------------------------------------|
| After school learning series are being offered K-12 in manipulatives, number talks and early fundamental math concepts. | December 2018 – May 2019 | ● | Some elementary educators participated in professional learning to improve their efficacy and capacity in the classroom. |
| Targeted professional learning around coding, robotics, and integrating technology into the math classroom will be offered to elementary teachers. | September 2018 – June 2019 | ● | Educators participated in professional learning to improve their efficacy and capacity in classrooms throughout the District. |





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Action Plan I2.1 Assistive Technology

GOAL: To improve student achievement and well-being we will differentiate programming to support individual learning needs.

RESPONSIBILITY: Superintendent Krishna Burra and Associate Superintendent Alison McDonnell

Status: ● On Target ● Making Progress ● Needs Further Attention

| Actions | Timelines | Status | Evidence of Success |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------|--------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Assistive Technology Resource Teachers will provide class and school-based capacity building to support the effective use of assistive technologies. | September 2018 – June 2019 | ● | Assistive Technology Resource Teachers continued to develop resources to support the intentional planning and implementation of effective use of assistive technologies for K-12 educators. These resources are available on Minds Online. |
| Assistive Technology Resource Teachers will collaborate with Program Team to embed special education tools into pedagogy to support all student needs. | September 2018 – June 2019 | ● | Assistive Technology Resource Teachers continue to partner with the Program Team to embed the use of assistive technologies into staff professional development to support success. Accessible curriculum and assessment materials have been co created to address learner variability. |
| Educational Services, in partnership with ITS and Curriculum will address learner variability across the District by providing access to assistive technologies | September 2018 – June 2019 | ● | Google Read and Write extension is accessible to every student and staff in the Board. Analytics indicate increased usage by students and staff. |





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Action Plan I2.2 Leadership Development/ Succession

GOAL: To improve student achievement and well-being we will differentiate programming to support individual learning needs.

RESPONSIBILITY: Superintendents Andre Labrie, Craig Young and the Program Leadership Team

Status: ● On Target ● Making Progress ● Needs Further Attention

| Actions | Timelines | Status | Evidence of Success |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------|--------|-------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Implement Succession process for the selection of elementary Principal and Vice Principals | September 2018 – August 2019 | ● | Process is complete. |
| Implement the Mentoring program for new leaders | September 2018 – June 2019 | ● | All new Principal and Vice Principals are engaged in the boards Mentoring program and achieve the goals of the program in their first two years in the roll |
| Implement the Future Leaders program engaging staff identified with leadership potential and offering learning opportunities and encouragement to continue leading and possibly take on formal roles. | September 2019 – November 2019 | ● | The program was completed and feedback from teaching and non-teaching participants was very positive. |
| Limestone Staff supporting and instructing the EOSDN Leadership Program as well as our staff participating in the program | September 2018 – March 2019 | ● | Limestone staff participating and feedback provided by participants indicating positive outcomes. |





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Action Plan I2.3 Universal Design for Learning

GOAL: To improve student achievement and well-being we will differentiate programming to support individual learning needs.

RESPONSIBILITY: Associate Superintendent Alison McDonnell and the Program Leadership Team

Status: ● On Target ● Making Progress ● Needs Further Attention

| Actions | Timelines | Status | Evidence of Success |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------|--------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Program Team will build a common understanding of the principles of Universal Design for Learning (UDL). | September 2018 – June 2019 | ● | <p>Program Team collaborated and shared resources related to UDL.</p> <p>Program Team members engaged in a book study focused on UDL.</p> <p>Program Team engaged in professional learning focused on UDL at each monthly program team meeting.</p> |
| Educational Services will continue to build a common understanding of the principles of UDL with Student Support Teachers (SST) and Learning Program Support (LPS) Teachers. | September 2018-June 2019 | ● | <p>SSTs and LPS teachers received explicit professional learning opportunities focused on the principles of UDL at SST and LPS meetings three times per year.</p> <p>The principles of UDL were modeled within professional learning opportunities by presenters.</p> |





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Action Plan I3.1 Alternative and Continuing Education

GOAL: To improve student achievement and well-being we will advance relevant and engaging learning experiences to support all pathways.

RESPONSIBILITY: Superintendent Jessica Silver

Status: ● On Target ● Making Progress ● Needs Further Attention

| Actions | Timelines | Status | Evidence of Success |
|----------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|--------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| LDSB will participate in Year 3 of the Regional Partnership on Adult Education (RPAE), with a focus on implementation of the Regional Strategic Plan. | Dec 2018 – June 2019 | ● | Implementation of the 2018-2019 Regional Strategic Plan completed. Improved regional coordination among the RPAE Boards of Education occurred, with regular regional communication, professional learning, and meetings. |
| Alternative and Continuing Education teachers will participate in regionally offered capacity building sessions, related to the Regional Strategic Plan. | October 2017 – June 2018 | ● | Alt and Con Ed Teachers attended regional sessions and reported increased efficacy in each of the five outlined areas of the Regional Strategic Plan. |
| Diverse, inclusive programming options will be offered for students at the Katarokwi Learning Centre, with support from Community Partners. | October 2017 – June 2018 | ● | Student attendance and engagement improved as a result of the programming options offered. |





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Status: ● On Target ● Making Progress ● Needs Further Attention

| Areas of Focus | Timelines | Status | Outcomes/Next Steps |
|-------------------------------------------------------------------------------------------------------------------|------------------------|--------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Regional Proposal of a pilot project for Flexible Delivery of programming to adults working within the community. | April 2017 – June 2019 | ● | Pilot extended to 2018-2019, adults working within the community were provided with flexible delivery of an English credit within their workplace. Extension requested to 2019-2020 for completion of the project, but project ended June 2019. |





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Action Plan I3.2 Technologically Enhanced Education

GOAL: To improve student achievement and well-being we will advance relevant and engaging learning experiences to support all pathways.

RESPONSIBILITY: Superintendents Krishna Burra and Craig Young, and Associate Superintendent Stephanie Sartor

Status: ● On Target ● Making Progress ● Needs Further Attention

| Areas of Focus | Timelines | Status | Evidence of Success |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| To support critical thinking and creative problem solving, schools will promote a Makerspace culture. | September 2018-June 2019 | ● | Meetings were held between 4 new pilot schools and 4 schools that participated last year, to determine materials that work well in their space, how to organize spaces and how to work with educators to learn how to integrate the space into their curriculum. Professional development sessions at the board level were held to expand educator understanding of how to use the different materials in MakerSpaces. Partnerships with Queen’s University related to professional learning and research continue to be investigated. |
| Supporting groups of educators who are interested in integrating technology into their pedagogy (I.e. use of applications, MindsOnline, robotics, coding, computer science and pedagogical documentation)... CONTINUED NEXT PAGE | September 2018-June 2019 | ● ● | A) 60 teams received one day of release provided to educators involved on Formative Assessments in the Classroom. This work incorporated a focus on developing writing skills for students. Due to the mid-year cancellation of a provincial fund, follow up sessions had to be cancelled. B) Professional learning at the school level provided through staff meetings and larger group sessions at specific school sites on wide range of subjects. Sessions were also embedded into the school day at the request of schools and educators. |





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|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| CONTINUED.... Supporting groups of educators who are interested in integrating technology into their pedagogy (i.e. use of applications, MindsOnline, robotics, coding, computer science and pedagogical documentation). | | ● ● ● | <p>C) ITS shared a survey with school administrators to seek feedback on educator learning needs in March. The results were used to design learning opportunities to be led by ITS staff monthly on a per-school basis.</p> <p>D) Professional learning at the system level provided through small group and larger group sessions on a range of subjects that are applicable to the mathematics curriculum.</p> <p>E) Professional learning is embedded at the school level with either 1:1 coaching sessions, co-planning/co-teaching models, or small group sessions on a range of topics that relate to integrating technology into the mathematics curriculum and programming in the school/classroom</p> |
| Review technology user agreements and access to different third party Apps and Extensions to ensure educational value and protection of privacy. | September 2018-June 2019 | ● ● ● ● | <p>A) Digital Citizenship administrative procedure put into place.</p> <p>B) Educator support provided to support safe and effective use of different applications. This support is integrated into professional learning focused on the use of technology.</p> <p>C) Creation of a board resource to recommend apps and platforms for educators to refer to for guidance around privacy and terms of service as well as pedagogical activities for various grade levels in all subject areas.</p> <p>D) Accounts for students in grades K-6 were set to be internal to LDSB only, to protect the security of younger students without affecting collaboration between students and educators.</p> |





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| Provision of a lending library of differing technological hardware for educators and schools to test out within their sites, integrate into curriculum and extend learning experiences for their students. | September 2018-June 2019 | ● ● ● | <p>A. Lending Library slideshow was released in the fall for schools to see materials available.</p> <p>B. Materials were signed out and provided to schools throughout the district by the Innovation and Technology Support for Learning Teacher</p> <p>C. Professional development was embedded in the classroom on pedagogical use of robotics and other materials when requested by the school or educator.</p> <p>With the exception of the robotics kits required for summer programming, all other materials were distributed to schools in June 2019.</p> |
| Continued creation of a virtual learning resources repository, for both staff and students, hosted within the Minds Online learning environment. | September 2018-June 2019 | ● | Resources supporting Indigenous Education, Intellectual Disabilities, English Language Learners, Support Students with FASD, Mental Health and Wellness, Autism Education, Diagnostic Assessment and Assistive Technology Program Supports was created. |
| Support increased documentation of student learning using the Minds Online Portfolio Tool. | September 2018-June 2019 | ● | Training and support relating to the use of the Minds Online Portfolio Tool, to document student learning, was provided to system educators at both the educator and school level. |
| Pilot the new Parent Portal now available within the Minds Online Virtual Learning Environment. | September 2018-June 2019 | ● | Classrooms, at both the elementary and secondary level, participated in a pilot of the Minds Online Parent Portal. Feedback gathered from all stakeholders will guide the board-wide implementation of the Parent Portal for the next school year. |





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Status: ● On Target ● Making Progress ● Needs Further Attention

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|----------------------------------------------------------------------------------------------------------------------------------------|--------------------------|--------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Improve end-user effectiveness with the Minds Online Virtual Learning Environment and Integration of digital resources. | September 2018-June 2019 | ● | We continued the development of teacher/student support resources that provide guidance relating to the effective use of the learning environment and its associated tools. Training sessions were delivered to educators on the effective use of the Minds Online environment. |
| Renew network infrastructure and provide stable high-capacity Internet access to all schools to support student and educator learning. | September 2018-June 2019 | ● | We have completed the network upgrade for all schools – completed last school (KCVI) in January 2019. Modernization target of 1 Mbps per student was achieved. Board wide, since January 1 st , 2019, Internet bandwidth has peaked at just under 8GB/s compared with a maximum available of 24 GB/s. Our peak number of connected devices on a given day was 24,947 which represents just over 1 device per staff and student. The only remaining site requiring a network upgrade is the former Calvin Park PS building that is now the Limestone Continuing Education/Educational Services building. This work will be completed in 2019-20. |
| Strengthen capacity of educators for the use of Google Read & Write and pedagogies related to supporting all learners. | September 2018-June 2019 | ● | <p>A. Google Read and Write (G:R&W) licenses for all learners were renewed for 2018-2019.</p> <p>B. Projects: Intro to G:R&W with follow up onsite co-plan/co-teach supports related to diagnostic, formative, summative, considerations: Junior Project: 8 Schools, 20 educators, French Project: 6 Schools, 12 educators.</p> |
| Improve ITS Servicedesk response to improve technology usage and productivity... [continued on next page] | September 2018-June 2019 | ● | We now have a staffed Servicedesk at the Education Centre and have continued to fine-tune use of the Servicedesk software. Field technicians are making weekly visits to schools and open requests are down to less than a 1-week average |





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Status: ● On Target ● Making Progress ● Needs Further Attention

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|---------------------------------------------------------------------------------------------------------------------------|--------------------------|--------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Improve ITS Servicedesk response to improve technology usage and productivity... [continued from previous page] | | | backlog. For the 2018/2019 school year we resolved 13,269 tickets, up from 9,793 tickets in the 2017/2018 school year. The average resolution time was 25 hours, down from 36 hours in the 2017/2018 school year. On average 340 tickets were closed per week, with an average of 212 open at the end of each week. From the 2018 InfoTech Business Vision Survey, satisfaction with Servicedesk performance increased to 84%, up from 73% the previous year. |
| Renew school and board websites and implement modern communication tools for staff and parents. | September 2018-June 2019 | ● | Board and school websites, a custom LDSB app for iOS and Android, our staff and parent communication tool, as well as Safe Arrival tool for attendance reporting are complete at all sites. |
| Improve the device: student ratio board-wide and remove obsolete equipment. | September 2018-June 2019 | ● | We have established a device: student ratio of 1.44 students per LDSB student device, primarily through the infusion of Chromebooks. The student: device ratio varies from a high of 2.51:1 to a low of 0.66:1. Almost all obsolete equipment has been removed/replaced. We have a total of 7261 Chromebooks, of which 181 will reach end of life in 2018/19. An additional 1,611 will reach end of life in 2020/21. We also have a total of 4648 iPads, of which 482 will reach end of life in 2018/19 and an additional 2,853 will become end of life in 2019/20. |
| Continue to explore and support Google collaborative tools to assist student learning. | September 2018-June 2019 | ● | All staff and students have Google for Education accounts. There is increased usage of Google collaborative tools amongst staff and students, especially in elementary schools. We intend to collaborate with other school boards to see how we can extend effective use of these tools. |





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Action Plan I3.3 Expanded Opportunities

GOAL: To improve student achievement and well-being we will advance relevant and engaging learning experiences to support all pathways.

RESPONSIBILITY: Associate Superintendents Scot Gillam, Stephanie Sartor and Alison McDonnell

Status: ● On Target ● Making Progress ● Needs Further Attention

| Actions | Timelines | Status | Evidence of Success |
|-----------------------------------------------------------------------------------------------------------|----------------------------|--------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| A team of Guidance educators was hired to support students and educators during the transition to Grade 9 | September 2018-June 2019 | ● | The Guidance Team increased the use of MyBlueprint within the intermediate division. Students reported a greater understanding of pathways and opportunities beyond high school. Guidance teachers supported the implementation of experiential learning opportunities for our intermediate students, in partnership with the Experiential Learning Consultant. |
| Increase Specialist High Skills Major (SHSM) completion rate. | September 2018 – June 2019 | ● | LDSB updated its SHSM 3 Year Plan. SHSM meetings occurred with two secondary sites and supports were provided to the three new SHSMs that started in September 2018; ICT at both ESS and KCVI, Environment at KLC and Manufacturing at LCVI. Meetings with the other sites will be completed next year. |





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Strategic Action Plan: 2018 – 2019

13.3 Expanded Opportunities

Year-End 2019 Update

Status: ● On Target ● Making Progress ● Needs Further Attention

| Areas of Focus | Timelines | Status | Outcomes/Next Steps |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------|--------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Increase Experiential learning opportunities in LDSB. | September 2018 – June 2019 | ● | The Experiential Itinerant Teacher continued to visit elementary schools to provide woodworking and culinary programming to Intermediate students. The Experiential Teacher also worked with the Experiential Consultant to provide CLASS training to approximately 18 elementary educators. We also provided culinary kits for use by schools who have CLASS trained staff. |
| Improve educational outcomes for students with developmental disabilities by supporting their transition into post-secondary pathways (work, community or post-secondary education). | September 2018- June 2019 | ● | Built the capacity of secondary school to community teachers to support effective pathway planning using MyBluePrint. |

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Action Plan C1.1 Accommodation Planning

GOAL: To improve student achievement and well-being, we will work with families to support every student's learning Journey.

RESPONSIBILITY: Superintendents Craig Young, Krishna Burra and Andre Labrie

Status: ● On Target ● Making Progress ● Needs Further Attention

| Actions | Timelines | Status | Evidence of Success |
|----------------------------|---------------------------------|--------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Pupil Accommodation Review | September 2018 - August 2019 | ● | <p>In June 2017 the Ministry announced that new Pupil Accommodation Review (PAR) guidelines will be created and that school boards are not to start any new PAR until the revised guidelines are complete.</p> <p>Draft PAR guidelines were released in February 2018 and a final version was sent to boards on April 27, 2018. The final version mentioned that some additional work on templates and guidelines will be forthcoming in the fall 2018 and a new PAR will take effect upon the release of these resources. To date, the Board has not received the updated guidelines and as such, the Board cannot begin the process of updating our pupil accommodation review Policy #15.</p> |





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Action Plan C1.2 Enhanced Communications

GOAL: To improve student achievement and well-being, we will work with families to support every student's learning journey.

RESPONSIBILITY: Director Debra Rantz, Superintendent Krishna Burra and Associate Superintendent Scot Gillam

Status: ● On Target ● Making Progress ● Needs Further Attention

| Actions | Timelines | Status | Evidence of Success |
|-------------------------------------------------------------------------------------------------------------|----------------------------------------|------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Support further adoption of SchoolMessenger suite of enhanced electronic communications to support families | June 2019- December 2019 | ● | Ongoing education and support regarding new suite of electronic communication tools (Kindergarten and other new-to-Limestone families) Additional training for school staff. |
| Promote year one of Strategic Plan | January 2019 | ● | Creation and distribution of One-Year Retrospective video to showcase success of Strategic Action Plans 2017-2018. |
| Enhance Trustee communication to stakeholders | January 2019 March- May 2019 | ● ● | Create "Boardroom Briefs" - a monthly update of Board meeting highlights shared on Board website social media feeds. This supplements quarterly Around the Horseshoe e-newsletter. Trustee training and support around Communication Best Practices (training sessions on stakeholder engagement, social media). Introduction of budget consultation outreach. |
| Enhance understanding of emergency procedures for staff, students and families | December 2018- December 2019 | ● | Creation of standard emergency procedures binder for administrators. Ongoing education of emergency procedures with new branding for staff, students and families. |





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Action Plan C1.3 Parent Engagement

GOAL: To improve student achievement and well-being, we will work with families to support every student's learning journey.

RESPONSIBILITY: Associate Superintendent Scot Gillam

Status: ● On Target ● Making Progress ● Needs Further Attention

| Actions | Timelines | Status | Evidence of Success |
|-------------------------------------------------------------------------------------------|----------------------------|--------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Increase participation and attendance at Parent Involvement Committee (PIC) meetings. | September 2018 – June 2019 | ● | The number of PIC representatives on the PIC Email Distribution List has increased and we have seen steady attendance this year. We will continue to work on each school having at least one contact name on the PIC Email list. |
| Provide structure and support for expanding and refining the recommendations made by PIC. | September 2018 – June 2019 | ● | PIC Minutes are now part of the Consent Agenda for regular Board Meetings. |
| Promote Safe Spaces in LDSB via the Parent Involvement Committee (PIC) Parent Symposium. | Spring 2019 | ● | The Parent Symposium which includes Keynote Speakers Jamil Jivan, Kevin Lamoureux, Dr. Airton and Dr. Moore will take place in October 2019 due to scheduling conflicts. A Community Carousel will also be supported. Parent Symposium feedback will be collected and used for future planning sessions following the Symposium. |





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Action Plan C2.1 Indigenous Education

GOAL: To improve student achievement and well-being, we will maximize student engagement in classrooms and schools.

RESPONSIBILITY: Superintendent Krishna Burra

Status: ● On Target ● Making Progress ● Needs Further Attention

| Actions | Timelines | Status | Evidence of Success |
|--------------------------------------------------------------------|--------------------------|------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Providing direct support to Indigenous students who self-identify. | September 2018-June 2019 | ● ● ● ● | <p>For secondary self-identified students, provide pathway related opportunities such as post-secondary information, leadership opportunities, and opportunities to work with a mentor.</p> <p>For elementary students - provide direct literacy/numeracy support for students identified as being academically in-risk and provide a leadership opportunity for junior and intermediate students.</p> <p>Providing a \$500 bursary to each secondary school to provide to a graduating Indigenous student who is pursuing post-secondary studies.</p> <p>Offering direct wellness supports for students who self-identify who are experiencing wellness challenges. For example, a young men's wellness weekend in partnership with the Tyendinaga Justice Circle, facilitating supports from community partners. A young women's wellness weekend occurred in the spring.</p> |





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Status: ● On Target ● Making Progress ● Needs Further Attention

| Actions | Timelines | Status | Evidence of Success |
|--------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------|---------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Indigenous student leadership | September 2018-June 2019 | ● ● ● | <p>Providing leadership opportunities for secondary Indigenous students to participate in an Indigenous Student Leadership (ISL) event during the year.</p> <p>Offering 3-day culture/leadership camp at Gould Lake for all Self-Identified Grade 5-7 students.</p> <p>Indigenous Leadership course pilot project for students to earn credit through online/e-module and experiential learning at three sites.</p> <p>Indigenous Student groups/clubs and supports/cultural activities offered at lunchtime, or after school, in secondary schools.</p> |
| Build capacity of LDSB educators in delivering Indigenous curriculum and increasing cultural competency... [continued next page] | September 2018-June 2019 | ● | <p>Teachers will have increased efficacy in the delivery of Indigenous curriculum, building teacher resources, and cultural competency.</p> <p>(a) Grade 11 NBE (English) Course support</p> <p>(b) Grades 4-10 Social Studies and History revisions curriculum support continued into this year</p> <p>(c) Indigenous CIs at 4 different sites</p> <p>(d) System-wide engagement with educators related to Indigenous Education (Curriculum resources, Treaty Maps, Indigenous Ed. Week)</p> <p>(e) resource development</p> <p>(f) offering a subsidy for some teachers to attain their additional basic qualification in First Nations, Métis, and Inuit Studies or Indigenous Studies.</p> |





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Status: ● On Target ● Making Progress ● Needs Further Attention

| Actions | Timelines | Status | Evidence of Success |
|--------------------------------------|-----------------------------|--------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Community Engagement and Partnership | September 2018-June 2019 | ● | <p>Continue to develop and foster community partnerships to support student and teacher learning:</p> <p>(a) Indigenous Family Network</p> <p>(b) Indigenous Youth Leadership Opportunities: Indigenous Youth Leadership Program with Queen's; leadership gatherings for students in Grades 5-12.</p> <p>(c) Indigenous Cultural Learning Experiences: Birchbark Canoe project, Basket making, Ka'tarohkwi Festival of Indigenous Arts, Kingston Canadian Film Festival, Anishinaabemowin Language Pilot project with Kingston Indigenous Languages Nest (KILN) at two elementary sites, shared keynote speaker with Queen's Law Department.</p> <p>(d) Communication: Indigenous Education Newsletter, creation of an Indigenous Family list serv for communicating with families of students that have self-identified.</p> <p>(e) Continued work with partners on the Indigenous Education Advisory Committee to support the wide range of Indigenous Education initiatives in the system.</p> <p>(f) Offered an Educational Gathering of all nations (partnered with ALCDSB) for 500 elementary students.</p> |





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Action Plan C2.2 Student Voice

GOAL: To improve student achievement and well-being, we will maximize student engagement in classrooms and schools.

RESPONSIBILITY: Superintendent Michèle Babcock

Status: ● On Target ● Making Progress ● Needs Further Attention

| Actions | Timelines | Status | Evidence of Success |
|---------------------------------------------|-----------------------|--------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Our School Climate survey will occur twice. | September 2018 - 2019 | ● | Students participated in two climate surveys; November and April. Results of the OurSchool survey were analyzed and incorporated into School Learning Plans. |





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Action Plan C3.1 Cashless Schools

GOAL: To improve student achievement and well-being, we will enhance partnerships with parents/guardians, employees, government and community groups.

RESPONSIBILITY: Superintendents Craig Young, Krishna Burra and Michèle Babcock

Status: ● On Target ● Making Progress ● Needs Further Attention

| Actions | Timelines | Status | Evidence of Success |
|---------------------------------------------------------------------------------------------------|------------------------------|--------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| SchoolDay: Payments & Permissions (formerly known as Cashless Schools) Year 1 of Pilot Project | September 2018 – August 2019 | ● | Pilot schools began implementation of the system. Pilot Schools: NDSS Family of Schools and GREC Family of Schools. Once the Pilot is completed, the system will begin being rolled out to remaining schools. School-Day has advised that this could be finalized within the 2019-2020 school year |
| SchoolDay: Payments & Permissions (formerly known as Cashless Schools) Year 1 of Pilot Project | September 2018 – August 2019 | ● | Ongoing staff training and support continued throughout the year by Payments & Permissions Coordinator. |





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Action Plan C3.2 Early Years & Child Care

GOAL: To improve student achievement and well-being, we will enhance partnerships with parents/guardians, employees, government and community groups.

RESPONSIBILITY: Superintendent Michèle Babcock

Status: ● On Target ● Making Progress ● Needs Further Attention

| Actions | Timelines | Status | Evidence of Success |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|--------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Provide professional learning for Kindergarten Educator Teams to build capacity related to the Kindergarten Program. | September 2018 – June 2019 | ● | Kindergarten Educator Teams engaged in after school professional learning related to The Kindergarten Program Documents focusing on literacy development in early years. |
| Early Development Inventory (EDI) results will be shared. | March 2019 – June 2019 | ● | Kindergarten Educator Teams will engage in professional learning to support the analysis and interpretation of the EDI results as they relate to individual school contexts. |
| Work with community partners: Consolidated Municipal Services Manager for Prince Edward, Lennox & Addington, and Lennox & Addington Resources for Children (LARC) to implement a dedicated Child Care Centre at NAEC | September 2018 – January 2019 | ● | The LARC Child Care Centre opened January 7, 2019. |





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Strategic Action Plan: 2018 – 2019

C3.2 Early Years & Child Care

Year-End 2019 Update

Status: ● On Target ● Making Progress ● Needs Further Attention

| Actions | Timelines | Status | Evidence of Success |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------|--------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Work with community partners: Consolidated Municipal Services Manager for Prince Edward, Lennox & Addington, and Lennox & Addington Resources for Children (LARC) to offer Early Infant Mental Health (0 – 6 yrs) training. | January 2019 – June 2019 | ● | Professional learning focused on Early Mental Health was offered to all Limestone educator staff with a special focus on Kindergarten Educator Teams. The 30 hour course is an online modular format and is provided in partnership with community partners and Sick Kids Hospital, Toronto. |
| “Loose Parts” (outdoor experiential learning) will be offered to educators and community partners. | January 2019 – June 2019 | ● | In connection with the development of the Limestone School Naturalization document, three professional learning sessions were offered to Kindergarten educator teams and community ECE partners to promote outdoor experiential learning through the concept of “Loose Parts”. |
| EarlyON Centres expansion. | September 2018 – June 2019 | ● | An EarlyON Centre opened October 2018 at Fairfield Elementary School. |

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Action Plan C3.3 Labour Relations

GOAL: To improve student achievement and well-being, we will enhance partnerships with parents/guardians, employees, government and community groups.

RESPONSIBILITY: Superintendent Andre Labrie

Status: ● On Target ● Making Progress ● Needs Further Attention

| Actions | Timelines | Status | Evidence of Success |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------|--------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Bargaining Preparation: summarize bargaining priorities and establish positions for local bargaining, establish mandate with Board, update contingency plans, provide input and support to central bargaining process, establish bargaining teams for local bargaining | September 2018– June 2019 | ● | Surveys have been distributed and input is being collected from system leaders and HR personnel as it relates to bargaining priorities to develop briefs. |
| Collaborate with union leadership to administer current collective agreements and continue to problem solve | September 2018 – August 2019 | ● | Continued engagement with unions in problem solving process minimizing the need for arbitration. When necessary arbitrations are successful. |
| Prepare the system by supporting system leaders in understanding the negotiation process as well as provide an opportunity to provide feedback in developing negotiations briefs. | September 2018 – August 2019 | ● | Provide system leaders with training and education on labour law, negotiation processes, and contingency planning in preparation for negotiations that may go beyond contract expiration. |





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Strategic Action Plan: 2018 – 2019

C3.3 *Labour Relations*

Year-End 2019 Update

Status: ● On Target ● Making Progress ● Needs Further Attention

| Actions | Timelines | Status | Evidence of Success |
|---------------------------------------------------------------------------------------------------------------|------------------------------|--------|--------------------------------------------------------------------------------------------------------------------------------------------|
| Support OPSBA through involvement in the Labour Relations Council and negotiations central bargaining in 2019 | September 2018 – August 2019 | ● | Continued involvement by Limestone Staff in LRC and Senior Negotiators meetings as well as participating in negotiations pending for 2019. |

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Action Plan C3.4 Human Resources Process Enhancements

GOAL: To improve student achievement and well-being, we will enhance partnerships with parents/guardians, employees, government and community groups.

RESPONSIBILITY: Superintendents Andre Labrie, Craig Young and Krishna Burra

Status: ● On Target ● Making Progress ● Needs Further Attention

| Actions | Timelines | Status | Evidence of Success |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------|--------|------------------------------------------------------------------------------------------------------------------|
| Align Health and Safety with Human Resources and enhance support for disability management | September 2018 – August 2019 | ● | Align duties between disability manager and Health and Safety Coordinator and facilitate attendance support work |
| All unionized employee groups utilizing SmartFind and pay sheets no longer required. | September 2018 - August 2019 | ● | Finalize testing and verification for ECE and EA groups. |
| Update hiring processes to better align with strategic priorities through implementation of group interview process for educational staff for better candidate selection. | September 2018 - December 2019 | ● | Implementation for Occasional teacher hiring in both panels as well as ECE and EA hiring. |
| Continue to focus on attendance support and work with Provincial HR network to problem solve increasing employee absences | September 2018 – August 2019 | ● | New strategies are implemented that reduce increasing attendance issues locally and across the province. |





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Status: ● On Target ● Making Progress ● Needs Further Attention

| Actions | Timelines | Status | Evidence of Success |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------|--------|-----------------------------------------------------------------------------------------------------------------------------------|
| Working with Facilities Services supervisors, modify hiring practices to ensure more effective and sustainable hires | September 2018 – December 2019 | ● | Shortages of casual staff are eliminated and succession reliability in place for hiring from casual staff to permanent positions. |
| Review EA staffing process to address concerns with respect to system flexibility and ability of schools to better support students with significant needs, including providing potential solutions for considerations in bargaining | September 2018 – June 2019 | ● | Options that provide for stability in support of students that also meet the unions need to honour seniority. |
| Plan a Support Staff Leadership Induction Program that includes a series of workshops/training for supervisors and managers focused on the development of effective leadership practices. | September 2018 – August 2019 | ● | A documented plan ready for implementation in 2019 – 2020 school year. |
| Development of Workplace Accident, Incident & Violence Reporting platform | September 2018 – August 2019 | ● | System tested and piloted in both panels with intent to fully implement for all employee groups in September 2019. |

